

Dear Parents

Science

Matter and Energy will be the focus of second trimester Science lessons. In this unit we will come to know energy as the causal agent behind every action or activity. We will explore sources of energy, such as the Sun, batteries, fuels, and food and identify forms of energy, such as electricity, heat, light, sound and moving masses.

We will be developing the idea that matter is the substance of which all physical objects are composed of and energy is the ability to do work. Our study of matter will extend to phase changes, including melting, the shift from solid to liquid, and evaporation, the shift from liquid to gas. Your child is probably familiar with phase changes in water (ice to water to water vapor) but many will appreciate for the first time that these progressions apply to thousands of materials, ranging from oxygen to rock.

You can help your child by asking him or her to share the ideas we are working on to extend the ideas to matter and energy at home. Following are some simple assignments to reinforce the concepts that your child learns in the class. These might stimulate some interesting conversation and possibly an investigation of your own that relates to the science work we are doing in class.

班級：_____ 座號：_____ 姓名：_____

Home / School Connection

Investigation 1: Please explore five sources of energy at home and complete the following chart **The due date is on Friday, May 13th, 2016**

物 ₄ 品 ₄ ／Object	什 ₄ 麼 ₄ 能 ₄ 源 ₄ ? What was the energy source?	哪 ₄ 種 ₄ 能 ₄ 量 ₄ ? What kind of energy?	轉 ₄ 換 ₄ 成 ₄ 哪 ₄ 種 ₄ 能 ₄ 量 ₄ ? Convert into what energy?
e.g. 手 ₄ 電 ₄ 筒 ₄ Flashlight	電 ₄ 池 ₄ ／Batteries	電 ₄ ／Electricity	光 ₄ ／Light

Investigation 2: **The due date is on Friday, May 13th, 2016**

	固 ₄ 體 ₄ ／solid	氣 ₄ 體 ₄ ／Gas	液 ₄ 體 ₄ ／liquid
eg.	糖 ₄ ／sugar	瓶 ₄ 子 ₄ 裡 ₄ 的 ₄ 空 ₄ 氣 ₄ ／the air in the jar	果 ₄ 汁 ₄ ／juice

Investigation 3 (It is optional) The due date is on Friday, May 13th, 2016

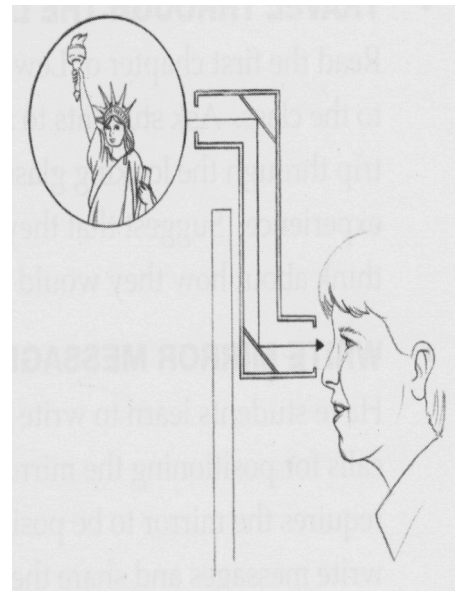
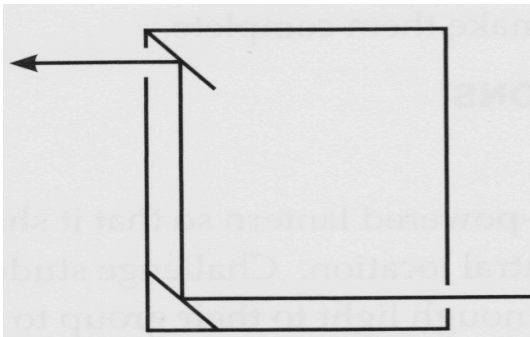
In the classroom, they will learn that a mirror can be used to reflect light, that is, to change its direction of travel. Your child will learn about reflected light using mirrors to reflect a bright spot onto walls and discover ways to see objects behind him or her.

You may have your child do the following activities at home to reinforce what he or she learned in class.

I. Make A Periscope:

A periscope is a tube with a mirror at each end. It works by following two basic principles. One is that light travels in a straight line. The other is the law of reflection, that the angle of incidence is equal to the angle of reflection. In a periscope, the far mirror is pointed at an object. Light from the object reflects off the far mirror. The light bounces onto the closer mirror and then into the eyes of observer.

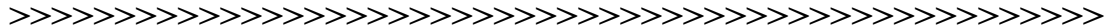
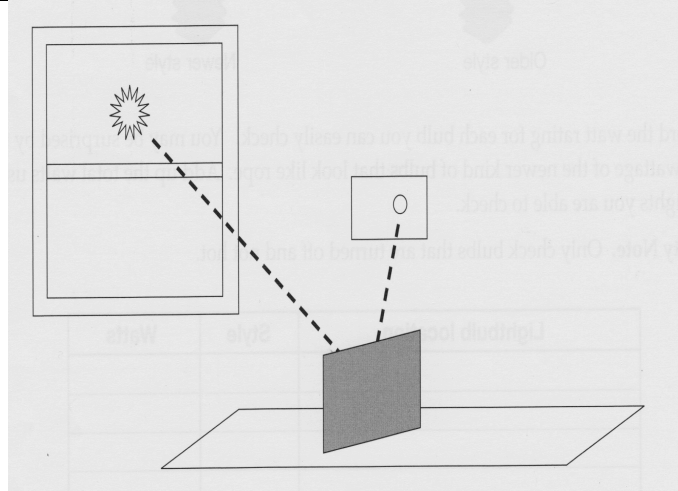
Make a cereal-box periscope with a box and two mirrors.



II. Observe Earth Turning

Find a window where light from the Sun shines in. Position a mirror to reflect sunlight onto a wall. Tape a piece of paper there. Mark the center of the reflection of the Sun. Wait 10 minutes and mark the center of the reflection again. Did the reflection move? Why?

Safety Note. Never look direction at the Sun or reflect sunlight in a person's eyes. Both can damage eyes



Social Studies

Here are the main ideas we are learning this trimester in Chinese.

- North America has been home to many American Indians. California is home to many American Indians today.
- Most American Indian groups conveyed their history through myths and legends.
- They had and still have beliefs involving spirits.
- California Indians lived in different environments.
- They ate different foods, built different types of homes, and used unique types of clothing and tools.
- The U.S. Government set aside land for American Indians. These reservations make money. American Indian groups support the economy.

Family Activities

Talk Together

Discuss who your family's ancestors are. Where do they come from? What beliefs and customs in your family were passed down from these ancestors?

Learn Together

Help your child learn about Indian groups.

- Read about a nearby reservation or, if possible, visit one. How do you think living on a reservation would be similar and different from where you live now?

- Choose a city, state, or country that is very different from where you live now. Read about it. How would your lives changes if you moved there? Would you wear different clothes, have different jobs, eat different foods, or live in a different type of home.

Read Together

Weave Little Stars into My Sleep: Native American Lullabies, edited by Nel Philip. (Houghton Muifflin, ISBN 0-618-08856-3, 2001

Sarah Winnemucca, by Mary F. Morrow. (Steck Vaughun, ISBN 0-811-44095-8,1990 Biography

The California Coast, by Sera St. Antonie. (Mikweed Editions, ISBN 1-571-31631-0, 2001 Nonfiction

Assignment: California America Indian Power Point presentation

Your child will deliver a California American Indian Power Point presentation. The following are examples of California American Indian tribes that your child can choose from: Yuma, Cahuilla, Mojave, Gabrielino, Luiseno, Chumash, Costanoan, Yokuts, Pomo, Yuki, Hupa, Miwok, Washo, Maidu, Achumawi, Shasta and Yurok. Here are some of the suggested topics that your child may include in his or her research: Arts, legends, myths, houses, food, medicines, cultures, and/or children. Also, topics may include how to use the acorn or how to use animals for clothing, food or tools. Your child is welcome to include any other topics of his or her interests. For this assignment, some of the work is required to be completed at home and some of the work will be completed in the class.

Work to be completed at home

1. Students are encourage to check-out books on their California Indian groups from either the Meyerholz or local libraries. Students working on the same Californian Indian groups can help each other. However, each student is responsible for turning in an individual product. If your child did not find any printed research materials from the school library, please assist your child to conduct research on the topic that he or she chooses, either online or from books at the library. Students are welcome to share resources.

Due date: please bring the research materials on Monday March 21, 2016

Work to be completed in classroom

1. Use research materials and synthesize understanding of the concepts/ideas using grade-level appropriate language. Students will write an informational writing piece about the California Indian group they've selected.
2. Learn how to create a presentation using Google Drive. Students will learn basic steps in the making of a Google Drive Presentation including creating a file, inserting pictures, formatting, selecting / changing slide design, utilizing slide transition, etc. Students are required to make a minimum of three slides.

What needs to be included in the project:

- Presentation with minimum of 3 slides
- A minute and half oral presentation

The slides are due on Friday, May 13, 2016 (If your child did not have a chance to print his or her Power Point slide in our computer lab, please print out the slide at home and hand it in.)

California American Indians Google Drive presentation is scheduled between May 31st to June 6th, 2016: However, if your child is ready for the

[illegible]

Chinese characters:

第七課、 Lesson 7 -Who Am I Like?
 第八課、 明明的撲滿 Lesson 8: Ming's Piggy Bank
 第九課、 Lesson 9 - Where are My Glasses?
 第十課、 Lesson 10 - USA is my country

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Science: Matter and Energy midterm exam is scheduled for Monday, May 23rd, 2016.

The test for 3rd trimester Chinese characters is on Friday, May 27th, 2016.

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